DOCUMENT RESUME

ED 156 887 08 CE 017 230

TITLE	Personnel Development. A Plan to Produce and Distribute an Instructional Package for Teaching the Concepts of Competency-Based Instruction in Home Economics Pre-service Teacher Education Programs. Final Report.
INSTITUTION	Virginia Polytechnic Inst. and State Univ., Blacksburg.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE	20 Jul 78
NOTE	43p.; Pages 2-17 may not reproduce well due to faint print
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Audiovisual Aids; Evaluation; Higher Education; *Home Economics Education; *Home Economics Teachers; *Instructional Materials; Interinstitutional Cooperation; *Learning Modules; *Performance Based Education; *Preservice Education; Projects; *Teacher Education; Teacher Educators
IDENTIFIERS	Virginia

ABSTRACT

Described in this final report is the development of a plan to produce and distribute an instructional package for teaching the concepts of competency-based instruction in home economics pre-service education programs in the state of Virginia. Nine Virginia Universities (Virginia Polytechnic Institution and State University, Radford College, James Madison University, Longwood College, Virginia State, Norfolk State, Hampton Institute, Eastern Mennonite College, and Bridgewater College), during 1977-78, were involved in the Competency-Based Education (CBE) pre-service training program activities coordinated by VPI and SU. Radford College and Longwood College participated in the field test. Students from each institution were given the module, worked with it, and filled out comprehensive evaluation forms. In April, 1978, teacher educators representing eight of the nine institutions (Virginia State was absent) reviewed the model and the field test evaluations and revised the model. In June, 1978, each of the nine institutions was sent copies of the final revised model, a teacher guide, a slide/tape presentation, transparencies which coordinate with the module, and reference materials pertinent to the CBE concept. In addition, single copies of several references purchased by project funds were housed at VPI and SU. (Appended is a conference questionnaire regarding CBE materials and a sample CBE module for classroom use with activity sheets, pre- and posttests, and a short reference list.)
(Author/VB)

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- ED156887

Final Report

"A Plan to Produce and Distribute an Instructional Package for Teaching the Concepts of Competency-Based Instruction in Home Economics Pre-service Teacher Education Programs."

Personnel Development

Conducted Under
Vocational Education Amendments of 1976
Public Law 94-482

BEST COPY AVAILABLE

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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July 20, 1978

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CE 017 230

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Abstract

TITLE: "A Plan to Produce and Distribute an Instructional Package for Teaching the Concepts of Competency-Based Instruction in Home Economics Pre-service Teacher Education Programs."

TIME PERIOD: July 1, 1977 - June 30, 1978

OBJECTIVES: The long-range goal of this proposal is to develop and make available to all nine teacher education institutions preparing prospective home economics teacher instructional packages that can be used in the teaching of concepts and implementation of competency-based instruction in home economics. Specifically, the project is viewed in two phases:

Phase I:

a. Development of competency-based instruction materials for the teaching of competency-based instructions concepts at the preservice level.
b. Field test materials at two teacher training institutions.
c. Distribution of revised materials to all nine teacher education institutions.

Phase II:

a. Development and distribution of competency-based instruction materials for the teaching of needed competencies of a teacher of home economics.
b. Field test of materials.
c. Distribution of materials to all nine institutions.

Nine Virginia universities currently preparing teachers for certification in Home Economics Education--VPI & SU, Radford College, James Madison University, Longwood College, Virginia State, Norfolk State, Hampton Institute, Eastern Mennonite College, and Bridgewater College--worked together during the 1977-1978 year to coordinate activities pertinent to CBE preservice training program. The effort was coordinated by VPI & SU. A CBE module, along with instructional aids and media, was developed by VPI & SU. Radford College and Longwood College participated in the field test. Students from each institution were given the module. After they completed the work they filled out comprehensive evaluation forms indicating strengths and weaknesses of the module. In addition, they rated each segment of the module and made suggestions for improvements. These evaluations were returned to VPI & SU.

On April 24 and 25, 1978, teacher educators representing eight of the nine institutions (Virginia State was absent) met on the Blacksburg campus of VPI & SU. The group reviewed the module and the field test evaluations. Step by step the module was reviewed and revised.

In June 1978, each of the nine institutions was sent copies of the final revised module, a teacher guide, a slide/tape presentation, transparencies which coordinate with the module, and reference materials pertinent to the CBE concept. In addition, single copies of several references were purchased by project funds. They will be housed at VPI & SU. Institutions have been notified that these materials are available to them on a loan basis.

As of Fall quarter 1978, each of the nine institutions providing Home Economics Education teacher certification will have a coordinated program foundation for CBE. Each institution has audio-visuals and media consistent with the philosophy and training provided during the CBE conference on the Blacksburg campus.

"A Plan to Produce and Distribute an Instructional Package for Teaching the Concepts of Competency-Based Instruction in Home Economics preservice Teacher Education Programs"

Statement of the Problem

The Division of Vocational Education in Virginia has recently had approved a five-year plan which gives major emphasis to competency-based instruction. The plan states that

> "By June 30, 1982, each school division shall have implemented competency-based instruction in approved vocational education programs based on V-TECS and/or IDEEC catalogs, if available, or other competency-based materials as reported in the annual Local Evaluation of Vocational Education Programs..."

One of the eight strategies listed to accomplish the above objectives directly relates to preservice teacher education.

> "Competency-based instructional procedures will be included by teacher-training institutions in the preservice training program of prospective vocational teachers."

Most of the current emphasis on competency-based instruction in home economics has been directed to inservice training with very little attention being given to preservice training. Graduate courses and inservice workshops are frequently including competency-based instruction concepts in program planning, curriculum development and strategies of teaching. At the undergraduate or preservice level little has been done to incorporate competency-based instruction.

Nine Virginia universities currently prepare teachers for certification in Home Economics Education. They are: VPI & SU, Radford, Madison, Longwood, Virginia State, Norfolk State, Hampton Institute, Eastern Mennonite and Bridgewater College. There has been no organized effort to present a competency-based instructional plan such as V-TECS at any of these institutions. Home economics teacher educators may include competency-based instruction as a part of their individual courses, but there is no state-wide plan to

coordinate with the teacher education institutions to meet the objectives of the five-year plan. Such a plan is necessary to insure continuity of instruction in this area.

This project proposes to develop and distribute to all teacher education institutions, preservice instructional packages for competency-based instruction training.

Background Information:

Miss Hazel Wilhoite, State Supervisor of Home Economics, has emphasized the need to further competency-based instruction in home economics. All teacher educators and local supervisors of home economics were recently invited to a competency-based instruction workshop at Longwood College which primarily emphasized V-TECS materials utilization.

A state-wide effort was launched in Virginia three years ago to identify needed home economics teacher competencies. These were disseminated under the direction of Latitia Hampton, Home Economics Teaching Competencies. There has been no further effort to incorporate these needed competencies in a preservice training program. The American Home Economics Association has given leadership to the identification of competencies needed for effective teaching in the area of home economics. These competencies have been publicized and published in Competency-Based Professional Education in Home Economics, commonly known as the "Tree Book." The five competencies and criterion-referenced measures which accompany them are listed; however, there has been no attempt to incorporate these in instructional packages for use in the training of those individuals in preservice or inservice training programs.

In addition, Virginia is a member of the Vocational-Technical Education consortium of 16 states who conducted extensive research to identify competencies needed by workers in a given field, translate these competencies into performance objectives and develop criterion-referenced measures for the identified com-

petencies. The resulting catalogs of objectives are to be available to teachers throughout the state.

These various efforts in competency-based instruction have been primarily directed to teachers in the field. Little has been done to incorporate them at the preservice level. More importantly, there has been no state-wide coordination of the preservice training program.

Objectives:

The long-range goal of this proposal is to develop and make available to all nine teacher education institutions preparing prospective home economics teachers instructional packages that can be used in the teaching of concepts and implementation of competency-based instruction in home economics. Specifically, the project is viewed in two phases:

Phase I

a. Development of competency-based instruction materials for the teaching of competency-based instructions concepts at the preservice level.

b. Field test materials at two teacher training institutions.

c. Distribution of revised materials to all nine teacher education institutions.

Phase II

a. Development and distribution of competency-based instruction materials for the teaching of needed competencies of a teacher of home economics.

b. Field test of materials.

c. Distribution of materials to all nine institutions.

Procedures and Results:

Nine Virginia universities currently preparing teachers for certification in home economics education--VPI & SU, Radford College, James Madison Univ-

ersity, Longwood College, Virginia State, Norfolk State, Hampton Institute, Eastern Mennonite College and Bridgewater College--worked together during the 1977-1978 year to coordinate activities pertinent to CBE preservice training program. The effort was coordinated by VPI & SU. A CBE module, along with instructional aids and media, was developed by VPI & SU. Radford College and Longwood College participated in the field test. Students from each institution were given the module. After they completed the work they filled out comprehensive evaluation forms indicating strengths and weaknesses of the module. In addition, they rated each segment of the module and made suggestions for improvements. These evaluations were returned to VPI & SU.

On April 24 and 25, 1978, teacher educators representing eight of the nine institutions (Virginia State was absent) met on the Blacksburg campus of VPI & SU. The group reviewed the module and the field test evaluations. Step by step the module was reviewed and revised.

In June 1978, each of the nine institutions was sent copies of the final revised module, a teacher guide, a slide/tape presentation, transparencies which coordinate with the module, and reference materials pertinent to the CBE concept. In addition, single copies of several references were purchased by project funds. They will be housed at VPI & SU. Institutions have been notified that these materials are available to them on a loan basis.

As of Fall quarter 1978, each of the nine institutions providing home economics education teacher certification will have a coordinated program foundation for CBE. Each institution has audio-visuals and media consistent with the philosophy and training provided during the CBE conference on the Blacksburg campus.

APPENDICES

Home Economics Teacher Educators CBE Conference

CBE in Preservice Home Economics Program

April 24

1:00 - 3:00 PM	Introduction of 1977-1978 project Review CBE preservice module
3:00 - 3:30 PM	Break - Cokes, coffee, donuts
3:30 - 5:00 PM	Review (continued) Module evaluation
6:30 PM	Dinner, North Lounge CEC

April 25

8:30 - 10:30 AM	Plan for 1978-1979 project Long-range planning
10:30 - 11:00 AM	Break - Coffee, juice
11:00 - 12:00 AM	Wrap-up Fill out reimbursement forms

PARTICIPANTS

Home Economics Teacher Educators CBE Conference

Eastern Mennonite College; Harrisonburg, Virginia 22801
Mrs. Doris Bomberger (703) 433-2771

Hampton Institute; Hampton, Virginia 23368
Mrs. Delores Sykes (804) 727-5273

Longwood College; Farmville, Virginia 23901
Dr. Marguerite Griffith (804) 392-9389

James Madison University; Harrisonburg, Virginia 22801
Dr. Lucy B. Dennison (703) 433-6166

Norfolk State College; Norfolk, Virginia 23504
Mrs. Lillian Wright (804) 623-8651

Radford College; Radford, Virginia 24141
Dr. Rosalyn Lester
Miss Mary Hannah Jones (703) 731-5386
Dr. Helen Simmons

VPI & SU; Blacksburg, Virginia 24061
Dr. Margaret R. Dewald (703) 951-5378
Dr. Era F. Looney
Dr. Anita H. Webb

NAME OF CONTINENT Horse Ed Trailer Accounts

DATE April 24, 1975

EVALUATION FORM

CONTINUING EDUCATION UNIT PROGRAM

VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY
BLACKSBURG, VIRGINIA

Please complete this sheet and hand it to one of the instructors before leaving.

1. What did you consider to be the best feature in the program presented here?

participant interaction

2. What did you consider to be the weakest feature in the program?

3. Check your general evaluation of program content:

Valuable ✓ Interesting ___ Fair ___ Of Little Value ___

Other _____ (State own evaluation)

4. What suggestions do you have for improvement of the program?

little more depth in this area

5. What topics would you like to have presented at a future program related to these topics?

updated info on trailer laws

DIRECTIONS: Read each statement carefully and decide how you feel about it. You may agree with some statements and disagree with others. You are offered five possible answers to each statement. The "Undecided" answer should be circled only when you have no opinion. Circle one number following each statement. Please answer all statements.

In regard to this conference I feel that	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The objectives of this program were realistic.	(5)	4	3	2	1
2. I learned more than I could have on my own through reading, etc.	(5)	4	3	2	1
3. The material was presented at the proper level of difficulty.	(5)	4	3	2	1
4. The resource people were well prepared.	(5)	4	3	2	1
5. I was stimulated to think objectively about the topics presented.	(5)	4	3	2	1
6. The conference followed a logical pattern.	(5)	4	3	2	1
7. The conference rooms were clean and attractive.	(5)	4	3	2	1
8. The food service was good.	(5)	4	3	2	1
9. The lodging facilities were good.	5	4	3	2	1
10. The staff was courteous and helpful.	(5)	4	3	2	1

NAME OF CONFERENCE LMT

DATE 4/24 4/25

EVALUATION FORM

CONTINUING EDUCATION UNIT PROGRAM

VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY
BLACKSBURG, VIRGINIA

Please complete this sheet and hand it to one of the instructors before leaving.

1. What did you consider to be the best feature in the program presented here?

2. What did you consider to be the weakest feature in the program?

3. Check your general evaluation of program content:

Valuable ✓ Interesting ___ Fair ___ Of Little Value ___

Other _____ (State own evaluation)

4. What suggestions do you have for improvement of the program?

5. What topics would you like to have presented at a future program related to these topics?

DIRECTIONS: Read each statement carefully and decide how you feel about it. You may agree with some statements and disagree with others. You are offered five possible answers to each statement. The "Undecided" answer should be circled only when you have no opinion. Circle one number following each statement. Please answer all statements.

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5. I was stimulated to think objectively about the topics presented.	(5)	4	3	2	1
6. The conference followed a logical pattern.	(5)	4	3	2	1
7. The conference rooms were clean and attractive.	(5)	4	3	2	1
8. The food service was good.	(5)	4	3	2	1
9. The lodging facilities were good.	5	4	3	(2)	1
10. The staff was courteous and helpful.	(5)	4	3	2	1

NAME OF CONFERENCE CEB for Home Ec Teachers

DATE 4-24 — 4-25

EVALUATION FORM

CONTINUING EDUCATION UNIT PROGRAM

VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY
BLACKSBURG, VIRGINIA

Please complete this sheet and hand it to one of the instructors before leaving.

1. What did you consider to be the best feature in the program presented here?

2. What did you consider to be the weakest feature in the program?

3. Check your general evaluation of program content:

   Valuable X Interesting ___ Fair ___ Of Little Value ___

   Other _____ (State own evaluation)

4. What suggestions do you have for improvement of the program?

5. What topics would you like to have presented at a future program related to these topics?

DIRECTIONS: Read each statement carefully and decide how you feel about it. You may agree with some statements and disagree with others. You are offered five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Circle one number following each statement. Please answer all statements.

In regard to this conference I feel that:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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4. The resource people were well prepared.	(5)	4	3	2	1
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7. The conference rooms were clean and attractive.	(5)	4	3	2	1
8. The food service was good.	(5)	4	3	2	1
9. The lodging facilities were good.	(5)	4	3	2	1
10. The staff was courteous and helpful.	(5)	4	3	2	1

NAME OF CONFERENCE C.B.E. Conference

DATE April 24, 25, 1978

EVALUATION FORM

CONTINUING EDUCATION UNIT PROGRAM

VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY
BLACKSBURG, VIRGINIA

Please complete this sheet and hand it to one of the instructors before leaving.

1. What did you consider to be the best feature in the program presented here?

Discussions and Sharing ideas

2. What did you consider to be the weakest feature in the program?

3. Check your general evaluation of program content:

Valuable X Interesting ___ Fair ___ Of Little Value ___

Other _____ (State own evaluation)

4. What suggestions do you have for improvement of the program?

None

5. What topics would you like to have presented at a future program related to these topics?

DIRECTIONS: Read each statement carefully and decide how you feel about it. You may agree with some statements and disagree with others. You are offered five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Circle one number following each statement. Please answer all statements.

In regard to this conference I feel that:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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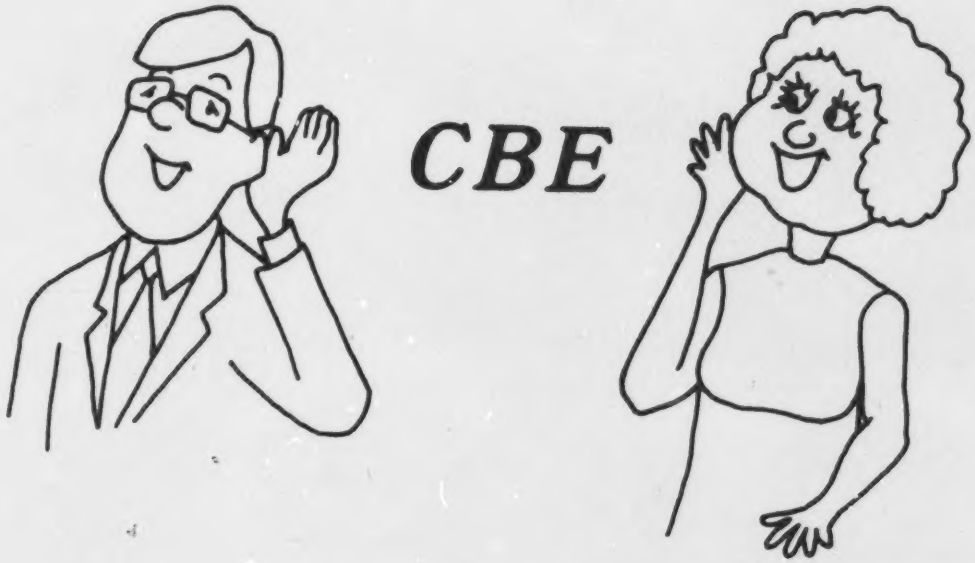
9. The lodging facilities were good.	(5)	4	3	2	1
10. The staff was courteous and helpful.	(5)	4	3	2	1

THE CBE MODULE


CBE

INTRODUCTION

"Try it--you'll like it" might also be the slogan of a current instructional method: Competency-Based Education (hereafter referred to as CBE). Why will you like it? Because it (1) incorporates elements of familiar instructional strategies and (2) places the learner at the center of the teaching/learning endeavor. There are other reasons why you're sure to like Competency-Based Education. In this module you'll learn what CBE is, the characteristics of a CBE program and how CBE can improve Home Economics Education.

Competency:

Upon completion of this module you will be able to explain to others the definition, characteristics and contribution of competency-based vocational home economics programs as well as suggest possible implementation procedures.

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Enabling Objectives:

1. Given four definitions, identify the one most clearly applicable to CBE. (Knowledge)

2. Given a list of 14 statements, correctly check the seven statements which most clearly describe the characteristics of CBE. (Comprehension)

3. List three ways CBE can be applied to vocational education in Virginia. (Application)

4. List and explain three ways in which CBE contributes to Home Economics Education programs in Virginia. (Analysis)

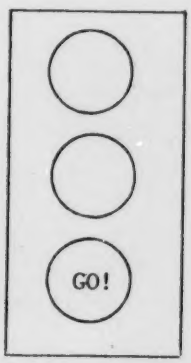
5. Identify two possible problems that may be encountered in implementing a CBE approach and suggest ways of overcoming each. (Synthesis and Evaluation)

Directions:

If you can correctly (with 100% accuracy) complete the pre-test, pages 4-8, check with your instructor. You may arrange to "test out" of the module.

Otherwise

Turn to page 9 and proceed with the learning activities.



Pre-Test

Definitions

Below are listed four definitions. Check the definition which is most appropriate for CBE.

___ 1. Competency-Based Education is a system which recognizes that student learning occurs over a specific period of time.

___ 2. Competency-Based Education is a system based on the achievement of competencies which are identified after a student completes a given course.

___ 3. Competency-Based Education is a system based on the achievement of competencies which are specified in detail in advance of instruction.

___ 4. Competency-Based Education is a program which begins with performance or behavioral objectives.

Pre-Test

Characteristics of CBE

Below are listed 14 statements. Seven of the statements accurately describe characteristics of CBE. Place a check beside those statements which accurately describe CBE.

___ 1. CBE is an education system based on the achievement of competencies.

___ 2. CBE places emphasis on exit, not entrance requirements.

___ 3. CBE holds students accountable for passing course requirements.

___ 4. CBE describes a student as passing Home Economics I.

___ 5. CBE provides a tool for counseling and course selection.

___ 6. CBE enables every graduate to be immediately employed.

___ 7. CBE identifies competencies from curriculum guides.

___ 8. CBE is centered around the identification and attainment of competencies.

___ 9. CBE emphasizes only cognitive learning.

___ 10. CBE places all students in a given course on a single path.

___ 11. CBE stresses competency attainment as evidence of achievement.

___ 12. CBE is a system in which measurable performance objectives are specified in detail.

___ 13. CBE is a system in which performance objectives are made known to the student in advance of instruction.

___ 14. CBE assumes that all students will achieve competency at the same time.

Pre-Test

CBE in Vocational Education

List three ways CBE can be applied to Vocational Education in Virginia.

Pre-Test

CBE in Home Economics Education

List and explain three ways in which CBE contributes to Home Economics Education programs in Virginia.

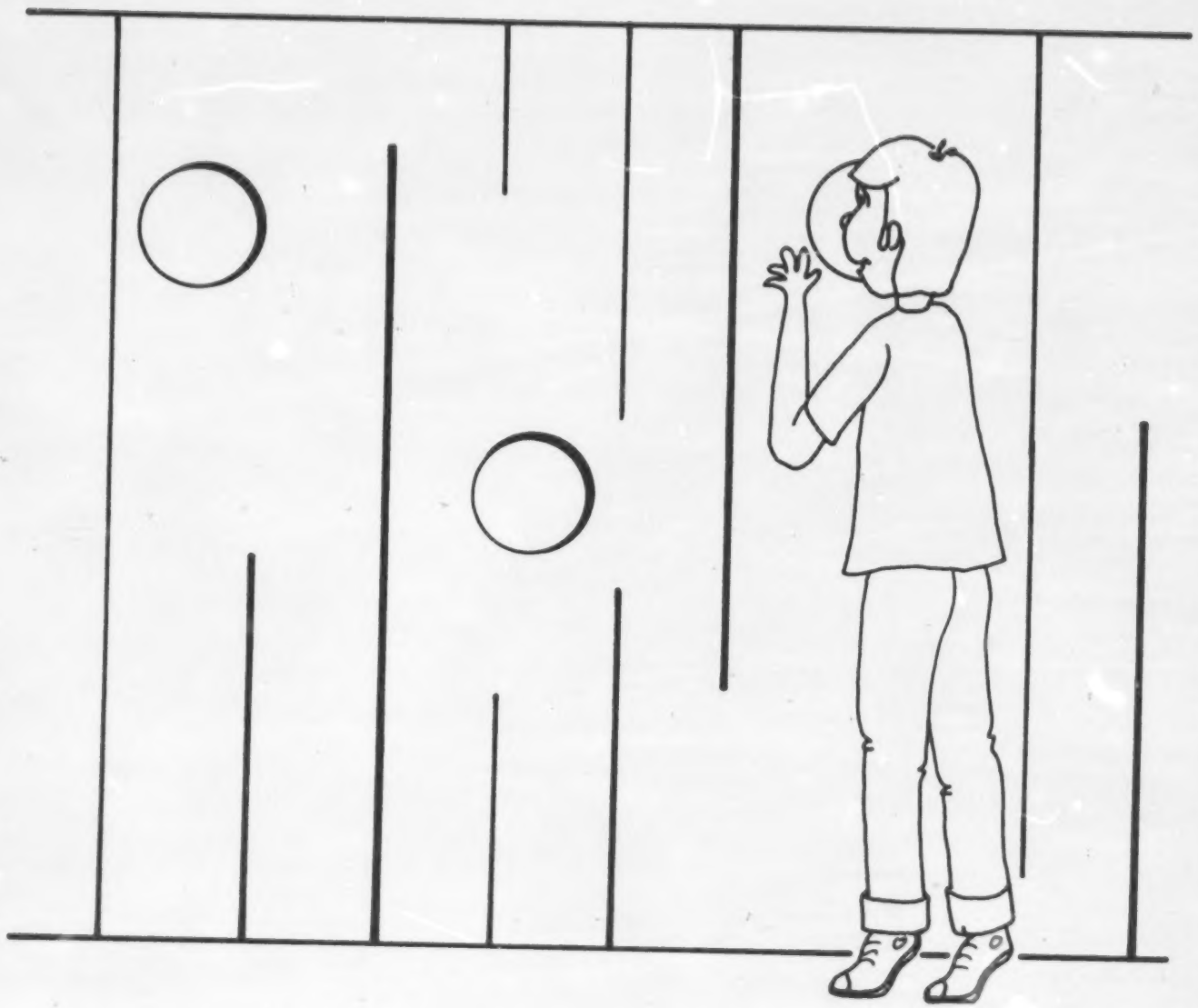
Pre-Test

Problems Encountered with a CBE System

You have been hired as a Home Economics teacher. You want to use a CBE approach. Identify two possible problems that may be encountered when implementing a CBE approach and suggest ways of overcoming each.

LEARNING ACTIVITIES

WORTH LOOKING INTO. . .



Learning Activity 1

Objective: Given four definitions, identify the one most clearly applicable to CBE. (Knowledge)

Read one of the following references to arrive at a definition of CBE:

Chapter 1, "Competency-Based Education". Houston, W. Robert. Exploring Competency-Based Education. Berkeley, California: McCutchan Publishing Corporation, 1974.

OR

Chapter 2, "Philosophical Basis for Competency-Based Education". Joe Lars Klingstedt. Burns, Richard W. and Joe Lars Klingstedt, editors. Competency-Based Education: An Introduction. Englewood Cliffs, New Jersey: Educational Technology Publications.

Turn to page 11 and complete Check-Out Activity #1. If you identify the correct definition, proceed to Learning Activity #2.

Check-Out Activity 1

Definitions

Below are listed four definitions. Check the definition which is most appropriate for CBE based on your reading.

___ 1. Competency-Based Education is a system which recognizes that student learning occurs over a specific period of time.

___ 2. Competency-Based Education is a system based on the achievement of competencies which are specified in detail in advance of instruction.

___ 3. Competency-Based Education is a system based on the achievement of competencies which are identified after a student completes a given course.

___ 4. Competency-Based Education is a system which begins with the writing of performance or behavioral objectives.

See reverse for answers.

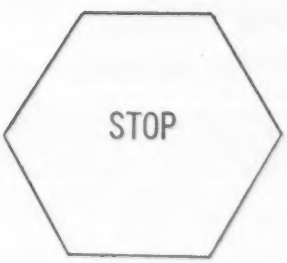
Learning Activity 2

Objective: Given a list of 14 statements, correctly check the seven statements which most clearly describe the characteristics of CBE. (Comprehension)

View the slide/tape presentation "Characteristics of CBE Programs" and note the characteristics of competency-based education.

AND

Complete the crossword puzzle to identify the characteristics of CBE. See your instructor to obtain the puzzle.



Turn to page 14 and complete Check-Out Activity #2. If you check all seven of the correct answers proceed to Learning Activity #3. If you get less than seven correct answers, go back and view the slide/tape presentation again.

Check-Out Activity 2

Characteristics of CBE

Below are listed 14 statements. Seven of the statements accurately describe characteristics of CBE. Place a check beside those statements which accurately describe CBE.

___ 1. CBE is an education system based on the achievement of competencies.

___ 2. CBE places emphasis on exit, not entrance requirements.

___ 3. CBE holds students accountable for passing course requirements.

___ 4. CBE describes a student as passing Home Economics I.

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___ 10. CBE places all students in a given course on a single path.

___ 11. CBE stresses competency attainment as evidence of achievement.

___ 12. CBE is a system in which measurable performance objectives are specified in detail.

___ 13. CBE is a system in which performance objectives are made known to the student in advance of instruction.

___ 14. CBE assumes that all students will achieve competency at the same time.

See reverse for answers.

Learning Activity 3

Objective: List three ways CBE can be applied to vocational education in Virginia. (Application)

Read three of the following and note how CBE can be applied to vocational education.

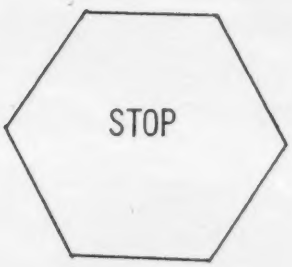
Law, Gordon. "CBVE: Laying It on the Line," American Vocational Journal, 52, No. 8 (Nov. 1977), 31.

Hirst, Ben A., Jr. "The Components of Competency-Based Vocational Education," American Vocational Journal, 52, No. 8 (Nov. 1977), 32-35.

Knaak, William C. "The Anatomy of a Competency-Based School," American Vocational Journal, 52, No. 8 (Nov. 1977), 36-40.

Walejko, Charles. "Managing CBVE in the Classroom," American Vocational Journal, 52, No. 9 (Dec. 1977), 34-36.

Oliver, J. Dale. "Measuring Student Competencies: Heart of CBVE," American Vocational Journal, 53, No. 1 (Jan. 1978), 48-51.



Complete the Check-Out Activity on the following page before proceeding to Learning Activity #4.

Check-Out Activity 3

CBE in Vocational Education

List three ways in which CBE can be applied to vocational education in Virginia.

See reverse for answers.

Learning Activity 4

Objective: List and explain three ways in which CBE contributes to Home Economics Education programs in Virginia. (Analysis)

View a teacher presentation on CBE and note characteristics of CBE and how it might be applied in Home Economics Education programs in Virginia.

and

Discuss in small groups the application of CBE to Home Economics programs. Find other students who have completed the previous activities and arrange a discussion time and place with them.

After the presentation and discussion turn to page 20 and complete Check-Out Activity #4.

Check-Out Activity 4

CBE in Home Economics Education

List and explain three ways CBE contributes to more effective learning in Home Economics Education programs in Virginia.

See reverse for answers.

Learning Activity 5

Objective: Identify two possible problems that may be encountered in implementing a CBE approach and suggest ways of overcoming each. (Synthesis and Evaluation)

Utilize one of the following according to your instructor's direction.

a. Attend a discussion session directed at the practical problems of implementing CBE in a classroom and led by an individual who has had experience with CBE.

b. Attend a panel discussion session presented by individuals who have been involved with CBE.

c. View a videotape presentation related to (a) or (b) above.

d. Brainstorm in small groups to identify possible implementation problems with CBE. After approximately 4-5 minutes of identifying problems, shift the remainder of the discussion time to suggesting ways of overcoming each problem. Be creative as well as realistic in your suggestions.

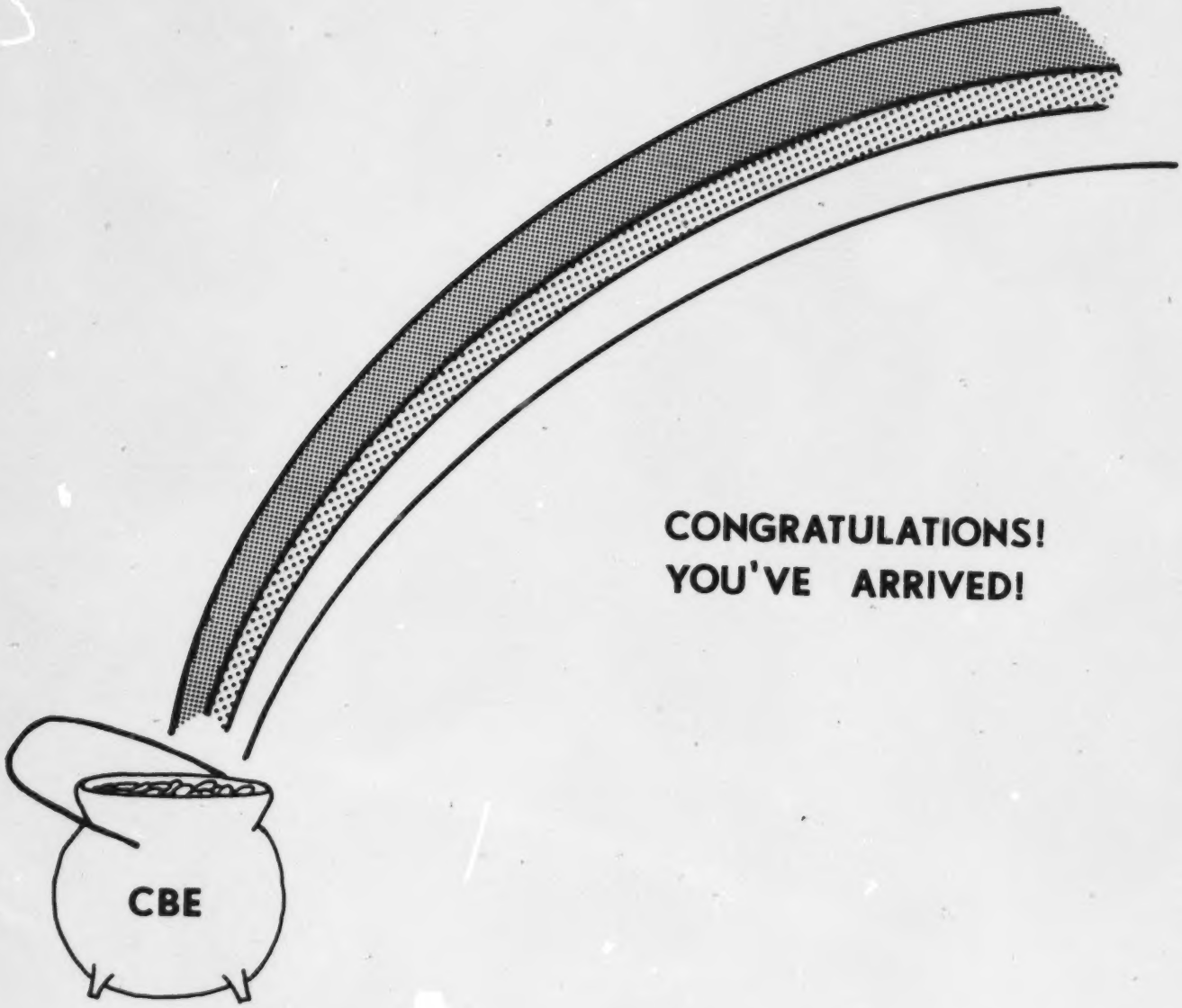
After completing Learning Activity #5, turn to page 23 and complete Check-Out Activity #5.

Check-Out Activity 5

Problems Encountered with a CBE System

Identify two possible problems that may be encountered when implementing a CBE approach and suggest ways of overcoming each.

See reverse for answers.



CONGRATULATIONS!
YOU'VE ARRIVED!

Optional Assignments

If you desire to know more about CBE you may pursue the following:

1. Read:

   Barkley, Margaret V. "Competency-Based Individualized Instruction Programs," Illinois Teacher, XXI, No. 3 (Jan./Feb. 1978), 154-156.

   Carlock, LaNeta L. "Consumer Competency Means High School Diploma in Omaha School," American Vocational Journal, 52, No. 7 (Oct. 1977), 66.

   Eisele, James E. and Paul M. Halverson. "Assumptions Underlying Competency-Based Education," Thrust (Association of California School Administrators), 5, No. 2, 1975.

   Spillman, Robert E., and Herbert Bruce, Jr. "V-TECS: The Push to Competency-Based Curriculum," American Vocational Journal, 51, No. 6 (Sept. 1976), 30-32.

2. Interview a high school teacher who utilizes the competency-based method of instruction in his/her classroom.

Post-Test

You are a first year Home Economics teacher and have had some success with a CBE approach in your classroom. Because of this experience your principal has assigned you the task of meeting with the school board and delivering a presentation on competency-based education. Be sure to include the definition and characteristics of CBE, the contribution it may make to vocational education and possible implementation procedures in a vocational home economics program. Prepare and simulate your presentation to your instructor, your class or another designated group.

APPENDIX

Pre-Test Answers

Definition

If you checked number 3 you are correct.

Characteristics of CBE

Correct answers are 1, 2, 5, 8, 11, 12, 13.

CBE in Vocational Education

Possible acceptable ideas are listed below. This list is not all-inclusive. There may be other answers that you may identify; if so, check with your instructor.

a. Competencies derived from worker roles, therefore learning relevant to job employment.

b. Student knows what's involved before entering the course.

c. Expectations are spelled out in detail via course objectives. Therefore, there's no guessing about "What am I to do?" or "Why am I doing this?"

d. CBE aids in "setting the stage" for individualized, personalized instruction.

e. Other

CBE in Home Economics Education

Possible acceptable ideas are listed below. This list is not all-inclusive. There may be other answers that you may identify; if so, check with your instructor.

a. Identify worker roles as basis for course content.

b. Students may select courses via competencies they desire to obtain.

c. Everyone - teacher and students - knows what's expected before starting.

Pre-Test Answers (continued)

d. Aids in individualizing and personalizing instruction.

e. Other

Problems Encountered with a CBE System

Possible acceptable ideas are listed below. This list is not all-inclusive. There may be other answers that you may identify; if so, check with your instructor.

a. Time

b. Grading

c. Identifying worker roles

d. Reading level of students

e. Other